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ABSTRACT

This self-audit for elementary school counselors is one-third of a three-part project sponsored by the American School Counselor Association (ASCA). The manual is divided into five separate and interrelated sections, designed for program and individual counselor self-evaluation: (1) Philosophy and Policies of the Counseling Program; (2) Program Development and Implementation; (3) Role and Function of the Elementary School Counselor; (4) Specialized Populations in Counseling; and (5) Professional Development. Included in each section are basic principles and specific questions that provide an opportunity to appraise the counseling process. Space is provided for summarizing areas that need strengthening, and also for outlining plans for implementing change. Resources (books, pamphlets, agencies) that can be used for individual reference or inservice workshops are listed at the end of the manual. (72 entries) (LLL)

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Professional Development Guidelines for Elementary School Counselors

A Self-Audit

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American School Counselor Association

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FOREWORD

The *Professional Development Guidelines for Elementary School Counselors: A Self-Audit* is one-third of a three part project sponsored by the American School Counselor Association (ASCA). The *Self-Audit* series addresses elementary, middle/junior high and secondary levels.

This project was made possible through the initiative and leadership of Jim Whitledge, 1988-89 ASCA President.

The regional writing team, charged with the responsibility of writing the *Elementary Self-Audit* which corresponds with the *Secondary Self-Audit* in style and format, was appointed by Norma Kimrey Deery, 1988-90 ASCA Elementary Vice President: Chari Campbell, Ron Miles, Charlotte Murrow-Taylor, and Joe Rotter; Chari Campbell served as chairperson.

The regional writing team gratefully acknowledges the secondary writing team charged with the task of revising the original 1978 manual. Their efforts at organizing the audit content into clearly defined sections that can be used separately simplified our task considerably. We concur with them that undoubtedly further revisions will be necessary because counseling is indeed, a dynamic profession.

We are also grateful to the national review team for their thoughtful suggestions. The national review team included elementary school counselors, counselor educators, and supervisors from representative geographical areas and cultural backgrounds: Jackie Allen, Jim Bergin, Frank Burtnett, Carrie Garner, Norm Gysbers, Wayne Huey, Rosalie Humphrey, Michael Lortie, Robert Myrick, Carol Neiman, Nancy Perry, Mark Pienkos, Kathy Thornton, E. L. Van Dals, Charlene Wallace, Jim Whitledge, and Darryl T. Yagi.

The *Elementary Self-Audit* may be viewed as a description of an ideal program at pre-kindergarten and elementary levels. It describes elements accepted by guidance experts as desirable components in a comprehensive elementary guidance program. A major principle underlying the audit is that school counselors are pro-active professionals who recognize that professional improvement can best be accomplished through self-evaluation. We hope that the *Elementary Audit* will serve as a guide in program development. We also see it as a very useful tool in articulating legitimate guidance program goals and counselor roles to the various school populations that we serve.

Chari A. Campbell, Chairperson
ASCA Regional Writing Team

USING THE ELEMENTARY PROFESSIONAL DEVELOPMENT GUIDELINES

Objectives and Basic Directions

Basic Assumptions:

Evaluation is a critical component of elementary guidance and counseling programs. Evaluation activities enable counselors to 1) know if they are accomplishing their goals, 2) identify what remains to be done, 3) identify effective components of their programs, and 4) discover new areas that need to be addressed.

Program evaluation needs to focus on counseling outcomes as well as the composition and balance of services offered. It is not enough to simply check off a list of services delivered without investigating whether these services made a positive difference with the students.

A comprehensive guidance program evaluation consists of a series of mini-evaluations, collected systematically, which investigate the effectiveness of the various activities performed within the six elementary school guidance interventions: individual counseling, small group counseling, classroom guidance, peer facilitation, consultation, and coordination.

A comprehensive guidance program evaluation looks at the program as a whole to determine whether the program is balanced. Is an adequate proportion of time allocated to each of the six interventions? A basic assumption underlying the *Elementary Guidelines* is that the guidance program is not an auxillary program. It is equal in importance with the academic programs of the school.

General Use:

The *Elementary Guidelines* can be used to discover areas of strength and areas needing growth in guidance/counseling programs. It may also be used as a means to establish professional guidelines for counseling in the elementary school setting.

External Use:

The audit report, made possible by the answers given to carefully prepared questions, can be used to assess the impact of a total elementary guidance program. These answers may be provided explicitly or implicitly. It is this process by which procedures, practices, and personnel needs are examined. For example, a clear and accurate description of students' individual needs and abilities can benefit faculty and administration as well as establish program objectives. Such an evaluation also aids the counselor in determining the extent to which program objectives are being accomplished as students' needs are met. Elementary guidance/counseling programs are rarely examined by outside consultants between accreditation visits. Thus, regular use of this manual can provide a continual record of the effectiveness and growth of a developmental elementary guidance program.

Internal Use:

The *Elementary Guidelines* can be invaluable in preparing up-to-date internal guidance program

assessments. Most individuals entering the counseling profession have had formal educational preparation for their responsibilities. The *Elementary Guidelines* serve as a less formal instrument for periodic self-evaluation within the elementary school guidance and counseling program. The *Elementary Guidelines* also can be an aid for inservice workshop sessions and counselor self-appraisal. Regular participation in preservice and inservice professional development experiences, conducting self-evaluations, and building on the resulting self-learning and follow-through are crucial. These activities produce well prepared, alert, professional counselors in every kind of elementary school.

Note: If this manual is used in place of regional accrediting association's evaluative criteria, appropriate communication and permission must be given on an individual case basis.

How to Use This Manual:

This manual provides a series of questions encompassing the basic responsibilities and functions of the guidance and counseling program and individual counselors. The *Elementary Guidelines* enables the school counselor to conduct a self-evaluation based upon questions that might be asked by an evaluation team of experienced counsultants. Use of the *Elementary Guidelines* in workshop discussions permits the counselor(s) to conduct a self-evaluation in a larger perspective than if done in isolation.

This manual is divided into five separate and interrelated sections, designed for program and individual counselor self-evaluation. Thus, the word "you" used throughout these sections may refer to either an individual counselor or to the program. Each section may be used individually, or the manual may be used as a whole. Included in each section are basic principles and specific questions that provide an opportunity to appraise the counseling process. There is space for summarizing areas that need strengthening and also for outlining plans for implementing change. Resources (books, pamphlets, agencies) that can be used for individual reference or inservice workshops are found at the end of the manual.

Finally, it is important to remember that the *Elementary Guidelines* is a self-appraisal instrument; it is not a test. For this reason, the basic principles do not supply definitive answers to their accompanying questions. Instead, they provide a "reason why" for the questions and a direction for further study, when needed. Some of the questions may not be applicable to every guidance program or counselor because of differing individual job descriptions or school district policies and procedures. An attempt has been made to frame questions in logical sequence so that all counselors can ascertain the scope and characteristics of the policies, procedures, and practices of the guidance and counseling program and the degree to which they are being implemented.

Note: The following abbreviations are used throughout this manual:

AACD	American Association for Counseling and Development
ASCA	American School Counselor Association
LPC	Licensed Professional Counselor
NBCC	National Board of Certified Counselors
NCC	Nationally Certified Counselor

Section I

PHILOSOPHY AND POLICIES OF THE COUNSELING PROGRAM

A. Philosophy

BASIC PRINCIPLE 1

A written statement of philosophy of the guidance/counseling program is compatible with that of the school and provides a clear mission for the guidance/counseling program.

	Always				Never
Questions:					
a. Does the philosophy clearly define the role of the guidance/counseling program in the school?	___	___	___	___	___
b. Is the philosophy reflected in the overall school environment?	___	___	___	___	___
c. Has the philosophy been officially approved by the school's administration?	___	___	___	___	___

BASIC PRINCIPLE 2

The philosophy of the guidance/counseling program is formulated, reviewed, and revised by the total school community.

	Always				Never
Questions:					
a. Do all parties affected (counselors, staff, parents, and students) have a voice in the formulation, review, or revision of the philosophy?	___	___	___	___	___
b. Is there a periodic review of the philosophy to determine its relevancy?	___	___	___	___	___
c. Do those served by the program have a clear understanding of the program's philosophy?	___	___	___	___	___

BASIC PRINCIPLE 3

The philosophy of the guidance/counseling program recognizes individual differences and encourages students to develop their potentials to the fullest.

	Always				Never
Question:					
a. Does the philosophy provide a framework which enables each student the opportunity to develop his/her potential to the fullest?	___	___	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BASIC PRINCIPLE 1

Policies are related to and reflect the philosophy and objectives of the department in accordance with local, state, federal, and professional regulations.

Questions:

	Always				Never
a. Are all policies of the guidance/counseling program clearly defined?	___	___	___	___	___
b. Is there a substance abuse policy formulated by the school's governing board or administration in consultation with the school counselor?	___	___	___	___	___
c. Is there a policy that provides parents access to information collected and disseminated about their child?	___	___	___	___	___
d. Is there a clearly defined school policy protecting the role of the counselor in disciplinary situations?	___	___	___	___	___
e. Do written policies provide procedures for referrals to outside agencies?	___	___	___	___	___
f. Have all policies of the guidance/ counseling program been adopted by the board?	___	___	___	___	___

BASIC PRINCIPLE 2

Policies protect the individual's human and civil rights.

Questions:

	Always				Never
a. Is there a general policy for the confidentiality and dissemination of student information?	___	___	___	___	___

b. Are faculty members informed of what happens to student information that they provide the counselor? ____ ____ ____ ____ ____

c. Is the faculty informed of what happens to student information given by the student to the counselor? ____ ____ ____ ____ ____

d. Do written policies outline individual rights and responsibilities in regards to referrals to outside agencies? ____ ____ ____ ____ ____

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

Section II

PROGRAM DEVELOPMENT

BASIC PRINCIPLE 1

The school has a written comprehensive guidance and counseling program based on state and/or district guidelines, the ASCA Role and Function statement pertaining to elementary school counselors, and a needs assessment developed for the individual school.

Questions:	Always				Never
a. Do you survey students, teachers, parents, and administrators on a regular basis to determine program needs?	___	___	___	___	___
b. Do you compile and disseminate results of the needs assessment to the total school community?	___	___	___	___	___
c. Do you use needs assessment results to plan goals and objectives for the guidance and counseling program?	___	___	___	___	___
d. Do you use current ASCA, State and/or District guidelines in formulating your comprehensive guidance and counseling program?	___	___	___	___	___
e. Do you include a standing guidance committee composed of students, teachers, parents, administrators, and other community members?	___	___	___	___	___
f. Do you include input from the school's guidance committee in developing goals and objectives for the guidance and counseling program?	___	___	___	___	___

BASIC PRINCIPLE 2

The counselor's schedule reflects a yearly plan and an appropriate time commitment to the various program components.

Questions:

	Always				Never
a. Do you develop and disseminate a yearly plan based on input from needs assessments and the school's guidance committee?	___	___	___	___	___
b. Does your schedule reflect an appropriate balance of time among each of the three counselor roles: counselor, consultant, and coordinator?	___	___	___	___	___
c. Do you provide a copy of your schedule at regular intervals i.e., weekly, monthly, or each grading period for faculty and administration?	___	___	___	___	___

BASIC PRINCIPLE 3

The counselor conducts continuous, systematic evaluations to determine the degree to which the guidance/counseling program meets its goals and objectives. Further, the counselor will implement accountability measures that are tailored to specific individual, small group, and classroom guidance interventions focusing on student outcomes.

Questions:

	Always				Never
a. Are the objectives of the guidance/counseling program clearly defined and stated in writing?	___	___	___	___	___
b. Are the objectives attainable for counselors?	___	___	___	___	___
c. Are the objectives compatible with the philosophy of the program?	___	___	___	___	___

d. Are the objectives measurable in terms of student outcomes? ___ ___ ___ ___ ___

e. Are the objectives a result of an annual comprehensive survey of the needs of the total school community? ___ ___ ___ ___ ___

f. Are the objectives reviewed annually and updated systematically according to the needs of students? ___ ___ ___ ___ ___

g. Do the objectives make provisions for individual differences of students? ___ ___ ___ ___ ___

h. Are the objectives developmental and comprehensive in nature? ___ ___ ___ ___ ___

i. Do the objectives include identifying the causes of problems? ___ ___ ___ ___ ___

j. Do the objectives include preventive measures? ___ ___ ___ ___ ___

k. Do the objectives follow the ethical guidelines of the ASCA? ___ ___ ___ ___ ___

l. Do you regularly evaluate the effectiveness of the guidance/counseling program in light of the program's stated objectives? ___ ___ ___ ___ ___

m. Do you use evaluation instruments that elicit input from students, parents, faculty, and others with whom you work? ___ ___ ___ ___ ___

n. Do you use evaluation instruments that measure the impact of the guidance program on students, parents, faculty, and the school climate? ___ ___ ___ ___ ___

o. Do you compile and share documented evidence of the effectiveness of the program with the total school community? ___ ___ ___ ___ ___

BASIC PRINCIPLE 4

Essential to an effective guidance/counseling program is a prescribed number of professional counselors, a formal job description which addresses the appropriate program components and protects the integrity of the program, adequate facilities and equipment, sufficient secretarial help, and an itemized budget.

Questions:

	Always				Never
a. Are there enough counselors to implement the guidance/counseling program for the school population as specified in appropriate state, regional, and national accreditation standards?	___	___	___	___	___
b. Is the guidance area conducive for both individual and group counseling?	___	___	___	___	___
c. Does the physical arrangement of the counseling area provide for privacy and ensure confidentiality during individual or group sessions?	___	___	___	___	___
d. Does the counselor have a single-line phone installed in a location where the privacy of the conversation is assured?	___	___	___	___	___
e. Is there secretarial and clerical help to ensure a smooth-running program?	___	___	___	___	___
f. Does the guidance/counseling program have an itemized budget which provides for:					
(1) guidance resource materials, audio visual equipment, books, journals, periodicals, non-print media, (tapes, videos, films, etc.)?	___	___	___	___	___
(2) office supplies, duplicating equipment, postage, printing, and stationery?	___	___	___	___	___
(3) professional growth and development?	___	___	___	___	___

BASIC PRINCIPLE 5

A well defined Public Relations program is utilized to provide the public with information regarding the services offered by the guidance and counseling program.

Questions:	Always				Never
a. Do you provide opportunities for the school community to learn about the services of the guidance/counseling program?	___	___	___	___	___
b. Are you actively involved in your school's parent advisory, curriculum committees, and other professional meetings?	___	___	___	___	___
c. Do you regularly prepare articles for school, community, or other publications?	___	___	___	___	___
d. Do you assist in preparing programs for local meetings, radio, TV, or other media?	___	___	___	___	___
e. Does your guidance/counseling program include periodic releases of information through your school and community publications?	___	___	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

Section III

ROLE AND FUNCTION OF THE ELEMENTARY SCHOOL COUNSELOR

A. General Role and Function

BASIC PRINCIPLE 1

The basic role and function of the counselor is developmental in nature. The counselor implements the philosophy and objectives of the guidance/counseling program by providing counseling, consultation, and coordination to his/her school populations.

Questions:

	Always				Never
a. Do you assume leadership in formulating philosophy, objectives, and policies for the guidance/counseling program?	___	___	___	___	___
b. Are you a team player within the school, working to implement the philosophy and objectives of the guidance/counseling program?	___	___	___	___	___
c. Do you suggest changes in school policy to enhance guidance/counseling program implementation?	___	___	___	___	___

BASIC PRINCIPLE 2

The counselor recognizes each person's worth as a unique individual in a complex, rapidly changing society. The counselor acts as a child-advocate.

Questions:

	Always				Never
a. Do you accept each individual's uniqueness?	___	___	___	___	___
b. Do you provide activities to foster the development of the whole child?	___	___	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

B. Individual and Group Counseling

BASIC PRINCIPLE

Counselors assist students through individual and group counseling to understand and accept themselves, develop and express an awareness of personal feelings and ideas, and to acquire effective coping skills in order to manage personal problems. This assistance is provided on a crisis, remedial, preventive, or developmental basis.

Questions:

Do you provide effective small group and individual counseling to assist students:

	Always				Never
(1) to cope with family issues such as:					
(a) divorce/separation	___	___	___	___	___
(b) death, loss, grief, illness	___	___	___	___	___
(c) loss of parents' job	___	___	___	___	___
(d) mobility	___	___	___	___	___
(e) substance abuse	___	___	___	___	___
(f) incarceration	___	___	___	___	___
(g) sibling rivalry	___	___	___	___	___
(h) abuse (physical, social, emotional)	___	___	___	___	___
(i) latch key	___	___	___	___	___
(j) homeless	___	___	___	___	___
(2) to deal effectively with interpersonal issues such as:					
(a) understanding individual differences	___	___	___	___	___
(b) respecting the rights of individuals	___	___	___	___	___
(c) participating cooperatively in a group	___	___	___	___	___
(d) accepting responsibility for one's actions	___	___	___	___	___
(e) understanding the dynamics of peer pressure	___	___	___	___	___
(f) utilizing skills necessary to facilitate interpersonal relationships	___	___	___	___	___
(g) participating in the democratic process	___	___	___	___	___

(3) to assist students in becoming effective and responsible learners by dealing with issues such as:

(a) attitude towards school	____	____	____	____	____
(b) academic competition	____	____	____	____	____
(c) academic failure	____	____	____	____	____
(d) tardiness, chronic absence, truancy	____	____	____	____	____
(e) school phobia	____	____	____	____	____
(f) individual learning style	____	____	____	____	____
(g) responsible school behavior	____	____	____	____	____

(4) to assist students to cope with personal adjustment issues such as:

(a) stress	____	____	____	____	____
(b) depression	____	____	____	____	____
(c) suicide	____	____	____	____	____
(d) eating disorders	____	____	____	____	____
(e) addictions	____	____	____	____	____
(f) health problems	____	____	____	____	____

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

C. Classroom Guidance

BASIC PRINCIPLE

Classroom guidance is an integral component of an elementary guidance and counseling program as a developmental approach to reach all students in a school setting.

Questions:

	Always				Never
a. Does the classroom guidance program in your school assist students to:					
(1) learn how to listen and communicate effectively?	___	___	___	___	___
(2) learn how to understand and deal with their feelings and those of others?	___	___	___	___	___
(3) improve their self-concept?	___	___	___	___	___
(4) learn how to make, keep, and be a friend?	___	___	___	___	___
(5) learn how to cope in an adult world?	___	___	___	___	___
(6) learn how to speak up for themselves?	___	___	___	___	___
(7) learn how to resolve conflicts appropriately?	___	___	___	___	___
(8) learn how to be more responsible for their own actions?	___	___	___	___	___
(9) develop more positive attitudes towards school?	___	___	___	___	___
(10) learn to organize time better?	___	___	___	___	___
(11) learn to study better?	___	___	___	___	___
(12) learn to prepare for taking tests?	___	___	___	___	___
(13) learn about the school and guidance programs through a special orientation program?	___	___	___	___	___
(14) learn about substance abuse?	___	___	___	___	___
(15) learn about personal safety?	___	___	___	___	___
(16) learn how to make appropriate decisions and set goals?	___	___	___	___	___
(17) learn about the world of work?	___	___	___	___	___

(18) become aware of and explore the world of work and relate personal skills and interests to career and leisure possibilities? ___ ___ ___ ___ ___

b. Do you have an orientation program designed to assist students in the transition from home to school and from elementary school to middle/junior high school? ___ ___ ___ ___ ___

c. Is the classroom guidance program integrated into the total school curriculum? ___ ___ ___ ___ ___

d. Do teachers share in the responsibility for the implementation of classroom guidance activities? ___ ___ ___ ___ ___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

D. Peer Facilitation

BASIC PRINCIPLE

A developmental elementary guidance/counseling program provides structured opportunities for children to serve as peer helpers.

Questions:	Always				Never
a. Do you have a formal peer facilitation program?	___	___	___	___	___
b. Do your peer facilitators participate in effective helper training?	___	___	___	___	___
c. Are your peer facilitators involved with other students in a helping capacity such as:					
(1) group leaders	___	___	___	___	___
(2) new student orientation guides	___	___	___	___	___
(3) tutors	___	___	___	___	___
(4) special friends	___	___	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BASIC PRINCIPLE

Counselors consult individually or in groups with students, parents, teachers, administrators, and specialists both within and outside the school in order to reduce problems and help students achieve their goals.

	Always				Never
Questions:					
a. Do you conduct inservice discussions or information sessions with the faculty?	___	___	___	___	___
b. Do you assist teachers to work with individual students or groups of students?	___	___	___	___	___
c. Do you provide relevant materials and resources which relate to the classroom guidance curriculum of each teacher?	___	___	___	___	___
d. Do you consult with teachers and administrators regarding curriculum offerings to meet the abilities, needs, learning styles, and interests of students?	___	___	___	___	___
e. Do you assist with the identification of programs for students with special needs?	___	___	___	___	___
f. Do you participate in school committees that deal with substance abuse, human growth and development, school climate, and other guidance/counseling related areas?	___	___	___	___	___
g. Do you conduct parent education classes?	___	___	___	___	___

h. Do you interpret student information for students, parents, faculty, administrators, and others when needed? ___ ___ ___ ___ ___

i. Do you work directly with students, parents, teachers, and/or administrators to help students solve their problems? ___ ___ ___ ___ ___

j. Do you consult regularly with other specialists within or outside the school (ie., social worker, psychologist, community agencies, etc.)? ___ ___ ___ ___ ___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

F. Coordination

BASIC PRINCIPLE

Counselors facilitate students' personal growth and skill development through the coordination of a variety of guidance-related activities.

Questions:	Always				Never
a. Do you coordinate guidance activities related to special emphasis days/weeks throughout the school year (ie., National School Counseling Week, National Career Guidance Week, Human Rights Week).	___	___	___	___	___
b. Do you facilitate communication and initiate contact among school populations, parents, and appropriate community resources regarding the guidance/counseling program?	___	___	___	___	___
c. Do you coordinate programs related to facilitative teaching?	___	___	___	___	___
d. Do you assist with the coordination of inservice programs on guidance related topics in your school?	___	___	___	___	___
e. Do you maintain an active role in the development and implementation of extra-curricular programs designed to enhance students' personal growth and skill development (Student Council, Safety Patrol, good citizens clubs, peer helper programs)	___	___	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

G. Referrals

BASIC PRINCIPLE

Counselors maintain close professional contact with referral agencies (i.e., substance abuse specialists, social workers, mental health specialists, juvenile courts, clergy, health specialists, advocacy representatives). Identification of school and community resources and the establishment of policies and procedures for inter-agency communication is imperative if the school is to meet the many and varied needs of students.

	Always				Never
Questions:					
a. Have you developed a student self-referral system?	___	___	___	___	___
b. Have you established clear policies and procedures in your school for making referrals to the counselor?	___	___	___	___	___
c. Have you developed, published, and distributed a list of community resources, referral agencies, and hot lines for students, parents and colleagues?	___	___	___	___	___
d. Do you maintain contacts and work directly with resource people, specialists, and agencies outside school?	___	___	___	___	___
e. Do you obtain written consent from parents/legal guardians before sharing information about students with referral agencies?	___	___	___	___	___
f. Do you identify and assist students who need specialized help by making necessary referrals to resource people, specialists, and agencies outside school	___	___	___	___	___
g. Do you assist parents of students with special needs to make effective use of resource people, specialists, and agencies outside school	___	___	___	___	___

h. Do you recognize your own professional limitations and make appropriate student referrals? ___ ___ ___ ___ ___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

BASIC PRINCIPLE

Counselors participate in assessment that helps students identify their abilities, skills, achievements, and interests. Interpreting test results to parents, faculty, and students; relating the results to the curricular strengths and weaknesses of the school; and helping to plan and participate in the implementation of any changes, are essential aspects of the counselor's role in assessment.

Questions:	Always				Never
a. Does your school system have a sequential testing program meeting the needs of your students?	___	___	___	___	___
b. Are you involved in curriculum planning based on test results?	___	___	___	___	___
c. Do you use a variety of assessment instruments to identify the social/emotional needs of students?	___	___	___	___	___
d. Do you interpret assessment results in a language that is understandable to:					
(1) students?	___	___	___	___	___
(2) parents?	___	___	___	___	___
(3) faculty/administration?	___	___	___	___	___
e. Do you make recommendations to teachers based on assessment results to aid them in working with students?	___	___	___	___	___
f. Do you use tests and other assessments to help identify the needs of gifted, exceptional, and special-need students in order to recommend programs for them?	___	___	___	___	___
g. Do you conduct studies on relationship of ability to achievement and follow up with appropriate action?	___	___	___	___	___

h. Do you respect the confidentiality of students when distributing or discussing test results? ___ ___ ___ ___ ___

i. Does your guidance/counseling program address the social/ emotional needs of students based on assessment results? ___ ___ ___ ___ ___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

Section IV

SPECIALIZED POPULATIONS IN COUNSELING

BASIC PRINCIPLE 1

All students are entitled to an equal educational opportunity.

Questions:

	Always				Never
a. Does your school system allow a student to progress at his/her own rate?	___	___	___	___	___
b. Is your counseling geared toward meeting individual differences and problems of students in a personalized manner?	___	___	___	___	___
c. Does your guidance/counseling program help students understand and appreciate individual differences in people?	___	___	___	___	___
d. Do you attempt to work effectively with students and adults regardless of their gender, socio-economic level, race, religious background, sexual orientation, or political affiliation, handling each one as a unique individual?	___	___	___	___	___

BASIC PRINCIPLE 2

Counseling students from culturally diverse populations requires special attention because of documented historical evidence of racial, ethnic, cultural, and social discrimination and unequal educational opportunity.

Questions:

	Always				Never
a. Does the guidance/counseling program provide opportunities which foster a positive self-image for all students?	___	___	___	___	___

b. Is the guidance/counseling program free from stereotypes? ___ ___ ___ ___ ___

c. Does the guidance/counseling program encourage all students to pursue goals and to reach their full potential? ___ ___ ___ ___ ___

d. If there is a disproportionate number of students from culturally diverse populations in the lower ability groups, is your school addressing this issue? ___ ___ ___ ___ ___

e. Does your school's testing program reflect equitable standards for all students? ___ ___ ___ ___ ___

f. Does your guidance/counseling program have specifically designed procedures to encourage involvement of the parents of students in your school program? ___ ___ ___ ___ ___

g. Do your counseling techniques reflect an awareness of individual and cultural differences and an awareness of bias? ___ ___ ___ ___ ___

BASIC PRINCIPLE 3

Counselors must be prepared to equitably counsel with students who have specialized concerns, such as learning, physical, or emotional disabilities; health problems; sex equity; sexuality; substance abuse; discipline, suicide; child abuse, migrant, transient, or refugee family integration; single-parent and blended-family relationships; athletics; gifted and talented needs; and academic difficulties.

Questions: Always ____ Never

a. Are you aware of the community resources and specialists available for referral purposes? ___ ___ ___ ___ ___

b. Do you possess the necessary expertise to counsel with students with specialized concerns? ___ ___ ___ ___ ___

c. Do you serve as liaison with resource people, specialists, and outside agencies? ____ ____ ____ ____ ____

d. In making referrals, do you:

(1) identify students for whom assistance is needed from outside sources? ____ ____ ____ ____ ____
(2) assist parents of students needing special services? ____ ____ ____ ____ ____
(3) make the necessary referrals? ____ ____ ____ ____ ____
(4) work out a system of referral procedures? ____ ____ ____ ____ ____
(5) develop, maintain, disseminate and make available a list of referral agencies to parents and staff? ____ ____ ____ ____ ____

e. Are you involved in the identification of and the provision of the special services necessary for:

(1) students with learning disabilities? ____ ____ ____ ____ ____
(2) students with physical disabilities? ____ ____ ____ ____ ____
(3) students with emotional disabilities? ____ ____ ____ ____ ____

f. Do you work closely with the school nurse to be able to provide adequate counseling for those students with health problems or concerns? ____ ____ ____ ____ ____

g. Does your school have a procedure for notifying faculty and staff, when necessary, about students with serious health problems? ____ ____ ____ ____ ____

h. Do you work diligently to assure gender equity in your school? ____ ____ ____ ____ ____

i. Do you seek to help young people develop an awareness and understanding of and a responsibility for their own sexuality? ____ ____ ____ ____ ____

j. Are you trained to help children experiencing personal or family substance abuse problems? ____ ____ ____ ____ ____

k. Are you aware of and willing to work with those students experiencing disciplinary problems? ____ ____ ____ ____ ____

l. Are you knowledgeable about the warning signs of childhood suicide? ____ ____ ____ ____ ____

m. Do you readily refer someone whose suicidal tendencies may be beyond your training and expertise? ____ ____ ____ ____ ____

n. For students who are victims of physical, emotional, or sexual abuse:

(1) do you know and follow the law regarding abuse, whether emotional, physical or sexual? ____ ____ ____ ____ ____

(2) do you maintain the openness with students necessary to assure their reporting such abuse to you? ____ ____ ____ ____ ____

(3) do you recognize the signs commonly attributed to physical, emotional, or sexual abuse of children? ____ ____ ____ ____ ____

(4) do you provide your faculty and community with current information regarding laws and procedures that govern child abuse, and do you regularly consult with those people who are working with abused children? ____ ____ ____ ____ ____

o. Does your school have a written crisis intervention plan to provide guidelines concerning suicide attempts, deaths, school violence, AIDS, runaways, abuse and neglect, etc.? ____ ____ ____ ____ ____

p. Do you address the special needs of students from migrant families? ____ ____ ____ ____ ____

q. Do you address the special needs of students from families which have recently immigrated to the U.S.? ____ ____ ____ ____ ____

r. Do you provide counseling and consultation services for single parent and blended families? ____ ____ ____ ____ ____

s. For the gifted/talented students:

(1) do you help identify students who are gifted and talented? ____ ____ ____ ____ ____
(2) do you assist in providing educational programs that meet their academic career, and personal needs? ____ ____ ____ ____ ____

t. For students with academic problems:

(1) do you provide counseling and consultative services for these students? ____ ____ ____ ____ ____
(2) do you provide consultative services for their parents and teachers? ____ ____ ____ ____ ____
(3) do you aid students in developing better study skills? ____ ____ ____ ____ ____

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

SECTION V

PROFESSIONAL DEVELOPMENT

BASIC PRINCIPLE 1

School counseling is a profession with educational standards requiring advanced professional training. Training presumes coursework in education, humanities, behavioral sciences, research methods, guidance and counseling program development, and statistics. It is assumed counselors will have developed skills in communication, group dynamics, decision making, problem solving, stress management, and individual and group counseling techniques, etc.

Questions:	Always				Never
a. Do you hold a Master's or higher degree in Counseling from a fully accredited institution?	___	___	___	___	___
b. Are you certified by your State Department of Education as a school counselor?	___	___	___	___	___

BASIC PRINCIPLE 2

Counselors update their professional knowledge and skills in order to provide an effective, comprehensive, developmental guidance and counseling program.

Questions:	Always				Never
a. Are you a member of your professional school counseling organizations at the national, state, and local levels?	___	___	___	___	___
b. Do you take an active role in professional associations (ie., hold office, do committee work, participate on panels, write articles)?	___	___	___	___	___

c. Do you keep current regarding issues, trends, and programs in counseling by attending professional seminars, and meetings, and by reading counseling journals? ___ ___ ___ ___ ___

d. Do you update your counseling skills by participation in graduate courses, conferences and workshops? ___ ___ ___ ___ ___

e. Do you understand the law and ethical issues for areas such as confidentiality, the reporting of child abuse, etc.? ___ ___ ___ ___ ___

BASIC PRINCIPLE 3

With the increasing need for professionalism in the counseling profession, school counselors have an increased need for effective supervision to enhance personal and professional development. There are three types of supervision beneficial to elementary school counselors: administrative, program (looks at the quality of the program), and clinical (focuses on counseling skill development and case management). Program and clinical supervision need to be provided by a trained and experienced school guidance professional. Clinical supervision also requires training and expertise in clinical supervision processes.

Always Never

Questions:

a. Does your school district provide for effective supervision of counselors by guidance professionals who meet supervision qualifications? ___ ___ ___ ___ ___

b. Do you participate in peer supervision designed to help counselors acquire, improve, and refine counseling skills on a regular basis? ___ ___ ___ ___ ___

c. Do you systematically engage in self-supervision activities such as critiquing audio-video taped sessions of your individual and small group counseling, assessing your counseling goals, monitoring cases, etc? ___ ___ ___ ___ ___

BASIC PRINCIPLE 4

Counselors, as professional individuals and as members of professional organizations, must be politically aware and active in helping to shape legislation that will advance the profession and positively affect the constituencies they serve.

Questions: Always ____ Never

a. Does your professional organization have a legislative presence in your state capital and in Washington, DC? ___ ___ ___ ___ ___

b. Do you attempt to stay current with the changes in state and federal law that may have an impact on students as well as the counseling profession (ie., PL94-142, The Buckley Amendment)? ___ ___ ___ ___ ___

c. Are you active in establishing or changing legislation to enhance programs or guidelines that would benefit students? ___ ___ ___ ___ ___

d. Do you take an active role in local campaigns to improve the financing of educational programs? ___ ___ ___ ___ ___

e. Do you take an active role in improving the professional status of counseling? ___ ___ ___ ___ ___

f. Do you participate in activities that promote or enhance interprofessional relations? ___ ___ ___ ___ ___

BASIC PRINCIPLE 5

Counselors, in order to provide the highest caliber of counseling programs, lead a lifestyle which will avoid professional burnout.

Questions:

	Always				Never
a. Does your lifestyle include regular wellness activities?	___	___	___	___	___
b. Do you selectively incorporate various coping techniques into your personal and professional life?	___	___	___	___	___
c. Do you regularly collaborate with other counselors?	___	___	___	___	___

AREAS THAT NEED CHANGE:

PLANS FOR IMPLEMENTING CHANGE:

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The school counselor and student rights
The school counselor and substance abuse counseling
The school counselor and the education of the handicapped act
The school counselor and the guidance and counseling program
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